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HOLOCAUST EDUCATION

YAD VASHEM - USHMM - IHRA - YAHAD-IN-UNUM

HOLOCAUST EDUCATION – *IN GENERAL*

- relatively **recent** field – new museums, civil organisations
- **complex** – more than learning about history/moral/ethical issues as well as present day problems – racism, anti-semitism
- **interdisciplinary** educational field
- focus?
- focus on **teacher training**

OBJECTIVES

EU Agency for Fundamental Rights FRA- 21 countries – according to officials representing ministries of education:

most important **objectives** of teaching about the holocaust is:

- to educate people on **democratic values**,
- to transmit **knowledge about the holocaust**, and
- to education on **human rights**
- to **commemorate** the victims – memorial sites/museums
- through personal stories, to remember them as human beings not as victims (their lives before under and AFTER the holocaust – to show that genocides did not cease to exist with the end of the 2nd WW)
- **DIFFERENCES**
- whether they focus on teaching history or remembrance or education on human rights

YAD VASHEM - WORLD HOLOCAUST REMEMBRANCE CENTER

- 1953
- <https://www.yadvashem.org/>
- It is dedicated to **preserving the memory** of the dead; honouring Jews who fought against their Nazi oppressors and Gentiles who selflessly aided Jews in need; and **researching** the phenomenon of the Holocaust in particular and genocide in general, with the aim of avoiding such events in the future.
- The aims of Yad Vashem are **education, research and documentation, and commemoration.**

ISHS INTERNATIONAL SCHOOL OF HOLOCAUST STUDIES

<https://www.yadvashem.org/education.html>

teaching methods:

- showing the **everyday lives** of the victims so that people can sympathise with them
- **victims' point of view** is the most important : how was it possible to commit the horrible crime or be indifferent to such suffering
- holocaust in **art**
- recognise the deeds of the **rescuers**, Righteous Among the Nations, prosecution of war criminals after the war
- **2-3 week courses**, exhibition, interviews with survivors, web-site, excursions,
- human rights, democratic values do not appear explicitly
- local background of teachers is not so much emphasised
- workshops as well as lectures

Hungarian teachers

- MORE THAN THREE HUNDRED HUNGARIAN TEACHERS HAVE PARTICIPATED IN TEACHERS TRAINING SEMINARS IN ISRAEL

[HTTP://WWW.YADVASHEM.ORG/YV/EN/EDUCATION/LANGUAGES/HUNGARIAN/COURSES/LIFE/INDEX.ASP](http://www.yadvashem.org/yv/en/education/languages/hungarian/courses/life/index.asp)

- **"LIVES WENT UP IN SMOKE"** – ONLINE TEACHER-TRAINING COURSE BETWEEN YAD VASHEM AND THE BUDAPEST **HOLOCAUST MEMORIAL CENTRE** -

12 TOPICS - 4 MAIN AREAS

-1ST **JEWISH COMMUNITIES BEFORE THE WAR:**

HISTORY OF POLISH, GERMAN, HUNGARIAN JEWS UNTIL 1939-IG. ANTI-SEMITISM IN HUNGARY

-2ND **DISCRIMINATION AGAINST THE JEWS AND LIFE IN THE GHETTOES**

IN EASTERN AND WESTERN-EUROPE,

-3RD **FINAL SOLUTION**

HOLOCAUST BY BULLETS TO CONCENTRATION CAMPS, ALLIED FORCES

-4TH **SAVING LIVES AND RESISTANCE**

USHMM

- <https://www.ushmm.org/>
- opened in 1994
- **US was not directly affected** – makes it easier from the point of view of discussing issues relating to collaboration, victimhood, guilt, responsibility
- they focus on **other genocides** as well
- **human rights, democratic values as well as education on how to prevent genocides**
- its education mainly focuses on period between 1933-1945
- main objective is to convince citizens and political leaders to fight against hatred, prevent genocide, and preserve human dignity not only for teachers, students but also for policemen, doctors, church people,
- **Belfer Foundation** - 3 day course twice a year for teachers, secondary/university professors too context: to prevent genocide, responsibility of the citizen in the centre, Nazi ideology- racist ideology, propaganda analyses historical facts – exhibition focus is not on history but on **preventing genocide** and linking it to the holocaust

EDUCATION

<https://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines>

- [Define the term “Holocaust.”](#)
- [Do not teach or imply that the Holocaust was inevitable.](#)
- [Avoid simple answers to complex questions.](#)
- [Strive for precision of language.](#)
- [Strive for balance in establishing whose perspective informs your study of the Holocaust.](#)
- [Avoid comparisons of pain.](#)
- [Do not romanticize history.](#)
- [Contextualize the history.](#)
- [Translate statistics into people.](#)
- [Make responsible methodological choices.](#)

Hologram – *Conversation with a Virtual Survivor*

<https://mjhnyc.org/exhibitions/new-dimensions-in-testimony/>



IHRA – (ITF)

<https://www.holocaustremembrance.com>

A world that remembers the Holocaust. A world without genocide.

Uniting governments and experts to strengthen, advance, and promote Holocaust education, remembrance, and research worldwide and to uphold the commitments of the 2000 Stockholm Declaration.

EDUCATIONAL GUIDELINES

<https://www.holocaustremembrance.com/stories/teaching-guidelines>

<https://www.holocaustremembrance.com/education>

- [Why Teach About the Holocaust](#)
- [What to Teach about the Holocaust](#)
- [How to Teach about the Holocaust in Schools](#)
- [Guidelines for Study Trips to Holocaust-Related Authentic and Non-Authentic Sites](#)
- [Revised Guidelines on Visiting Holocaust-Related Sites](#)
- [Preparing Holocaust Memorial Days: Suggestions for Educators](#)

YAHAD IN UNUM

<http://www.yahadinunum.org/>

Father Patrick Desbois: Holocaust By Bullets:



interactive map:

<http://yahadmap.org/#map/>

